

THE SPECIAL ASSISTANCE PROGRAM



A Ministerial Statement on
New Directions in
Literacy and Numeracy

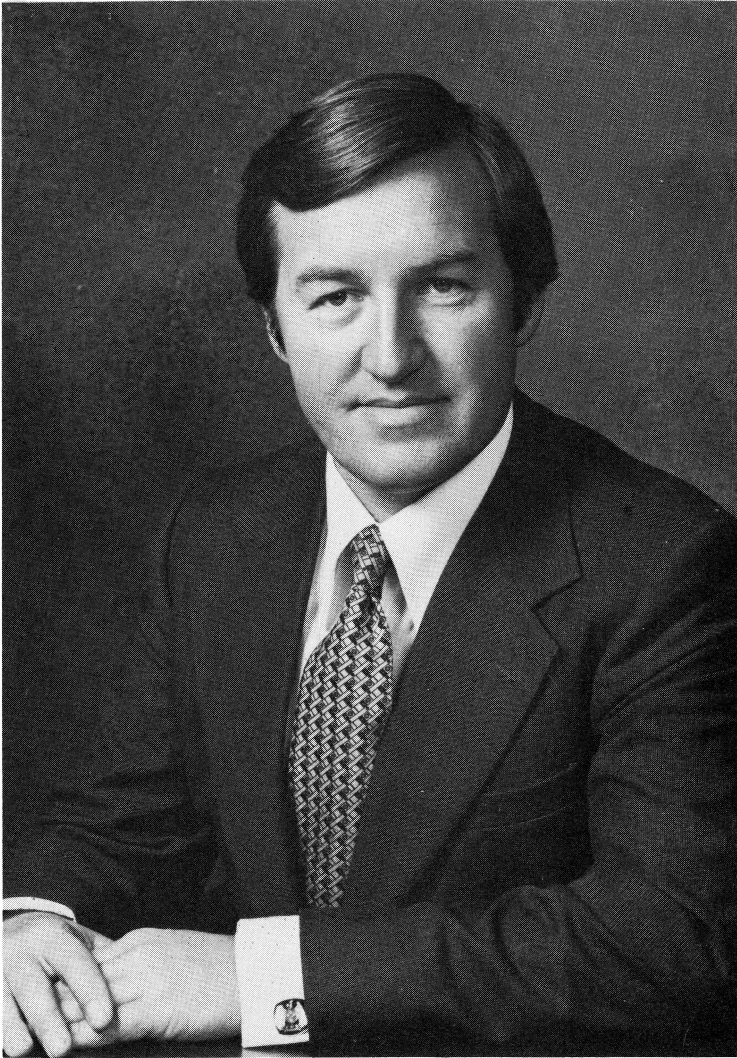
by The Hon. Norman Lacy, M.P.
Minister of Educational Services

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Literacy and Numeracy**

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Melbourne, 9 September 1981

A Ministerial Statement accompanying the tabling of the paper outlining the proposal for the establishment of special assistance resource centres.



I wish to make a Ministerial Statement on the Special Assistance Program. In order to put my comments into perspective I will briefly review the development of the Special Assistance Program.

History of Support Services

Since the early 1960s, the Education Department of Victoria has had a strong commitment to the provision of programs within its primary schools directed towards the individual ability of each child. During the same period, teacher/pupil ratios have improved significantly and schools have accepted an increasing degree of independence in the design and application of such programs.

In this regard, teachers and school councils have been encouraged to become decision makers in areas of curriculum, finance allocation, and building priorities. More recently, schools have been able to make decisions in relation to staff deployment on the basis of their individual school needs and the expectations of parents. Since 1979 principals have nominated members of their staffs to be responsible for those specialised areas seen as desirable within their school organisation.

Although this allocation of responsibility has taken place within the framework of a centrally determined staff allocation, the aim has remained clear throughout the system. It has been to establish programs which achieve the highest quality of education for all children within each school. However, in spite of these directions, it was apparent that many children were leaving our primary schools without sufficiently developed skills in literacy and numeracy.

While it is true that some children without these skills were functioning at a level of progress appropriate to their abilities, it is also true that many others were not. This latter group often consists of children whose lack of prerequisite skills for reading or numerating has not been detected in sufficient time for preventative programs to be established, or children whose lack of skills has been detected but the remedial program prescribed has been ineffective.

However, I wish to make it quite clear that I do not see the problem as resting within the individual student or individual teacher. Any such implication is, in my view, both unfair and unfortunate. The more constructive approach to the delineation of the problem is to concentrate on an evaluation of the total system of service delivery. In my view, such an approach is essential if we are to identify the reasons so many of our children are not achieving their potential in the development of their basic learning skills. An evaluation of the total system has been an essential component of the development of the Special Assistance Program.

I am also aware that there is much current debate about the definition of literacy and I will leave that debate to the experts. However, we have a responsibility to push the debate far beyond the mere definition of illiteracy. By constant questioning, we must ensure that illiteracy never becomes an accepted part of our education system. Indeed, we must continue to maintain a disquiet about the existence of illiteracy so long as it remains.

Effects of Illiteracy

You will be aware that undeveloped skills in literacy and numeracy have an oppressive and dehumanising effect on the individual. Public schooling has been

one of the great liberating forces of this century and it is our responsibility to ensure that our attitudes towards this remarkable force do not become complacent. Indeed, the evidence available suggests that positive action is overdue.

I believe that it is no longer necessary to establish a case to prove the existence of children requiring special assistance in the essential skill areas of literacy and numeracy. As a result of research commissioned by the House of Representatives Select Committee on Specific Learning Difficulties, that is now recognised beyond doubt. This research, conducted by the Australian Council for Educational Research, estimated that 15 to 20 per cent of children completing primary school had not achieved a functional level of literacy.

It is not difficult to imagine what eventually happens to these children as they grow older. They seek to hide their disability from those around them because they are too ashamed to admit it. Many husbands and wives are simply unaware that their spouse is illiterate. These are people who might have spent twelve years at school and who still can't read or write. They seek to bluff their way through the commercial transactions that require them to be functionally literate. If they're asked to pay a bill, or get a driver's licence, they deploy other means to manage.



You will recall that since I first took up responsibility for the Special Services Division of the Education Department, I have been concerned to review the effectiveness of the considerable resources of the Department in meeting the needs of those children whose lack of basic skills is placing them at a severe disadvantage in our community.

Establishment of Ministerial Committee

As a result, in July 1978 I established a Ministerial Committee on Special Assistance Programs. The objective of this Committee was to advise me on a number of matters related to remedial education in State primary schools throughout Victoria. The Committee consisted of people drawn from school staffs, special education facilities, teacher training institutions, and the Education Department administration.

To assist the work of the Committee I initially submitted a paper of my own, entitled "An Illiteracy Intervention Program", which advanced tentative proposals for the introduction of changes within the remedial education provisions in primary schools.

The excellent report which that Committee produced was the basis upon which the Special Assistance Program has been established. As you will be aware, the major components of the Special Assistance Program were announced as:

- the designation of a Special Assistance Resource Teacher (SART) at school level;
- the development of short in-service courses for that designated Special Assistance Resource Teacher; and
- the re-organisation of support services available to the school.

The concept of a school-based resource teacher is one which has been supported by the findings of several major educational committees such as —

- the Report of the Committee of Inquiry appointed by the Secretary of State for Education and Science (the Bullock Report, U.K., 1975).
- the Report of the House of Representatives Select Committee on Specific Learning Difficulties (1976).
- the Report of the Working Party on Provisions for Children with Special Needs (A.C.T. 1977).
- the Report of the Committee of Enquiry into the Education of Handicapped Children and Young People (the Warnock Report, U.K., 1978).
- the Report of Task Force 8 to the State Council for Special Education (1979).
- the Report of the Ministerial Committee on Special Assistance Programs (1980).

The underlying philosophy of the Special Assistance Program has its genesis in these authoritative reports. That philosophy recognises the influence of the

student's environment on his/her learning and behaviour. That philosophy also recognises the right of all students to have their educational needs met in common structural and social conditions as far as this is possible. Special assistance then is an essential part of a school's functioning with the Special Assistance Resource Teacher an integral part of a team approach to curriculum development, teaching, and all other aspects of schooling. As the Australian Schools Commission's report for the triennium 1976-78 commented:

"The main emphasis in ordinary schools should be on adapting the procedures in the ordinary classroom to individual differences among a wider range of children. This will often involve substantial organisational changes which . . . allow specialists to assist ordinary ones in the normal learning setting." (p.241)

The Warnock Report, commenting along similar lines, suggested that if ordinary schools are to improve in their efforts for children with special needs they will require special support from within their organisation.

Functions of Special Assistance Resource Teachers

To ensure that Special Assistance Resource Teachers are enabled to operate within appropriate guidelines their functions have been made quite specific. The specification for these positions was agreed to after extensive consultations with the Victorian Teachers' Union and the Victorian Primary Principals' Association. The agreed duties are:

1. To advise and assist teachers in respect to —
 - 1.1 the identification of children in need of special assistance;
 - 1.2 the diagnosis of the learning problems being experienced by such children;
 - 1.3 the prescription of appropriate programs of special assistance which may be necessary to treat such problems;
 - 1.4 the implementation of such programs.
2. To consult with and assist parents in respect to their role in the implementation of any program of special assistance which has been prescribed for their children.
3. To identify and recommend for referral children in need of psychological guidance, speech therapy, or other specialist services.
4. To ensure that children needing special assistance continue to participate in appropriate programs throughout their primary school life.

Implementation of the Program

Because of the general support for the school-based resource teacher model, the implementation of the Special Assistance Program began with the designation of a resource teacher at school level and the development of appropriate in-service training as Stage One.

The implementation of this stage began only after further consultations and a signed agreement with the Victorian Teachers' Union and the Victorian Primary Principals' Association.

Encouraged by this mutual commitment to fulfil the aims of the Special Assistance Program, school-based Special Assistance Resource Teachers introduced the program into the 575 primary schools which have enrolments of over 300 from the beginning of the 1981 school year.

The Special Services and Primary Schools Divisions have been carefully monitoring the progress of the program and have placed a series of evaluative reports before me. From an examination of these reports, from an assessment of correspondence I have received, and from my own observation in schools, I am confident that the program is already successfully assisting many more children to realise their learning potential.

Much of the success so far achieved by the Special Assistance Program directly reflects the professional qualities of those teachers undertaking the responsibilities of Special Assistance Resource Teachers. The extent to which they have become involved in the in-service education program clearly indicates their high motivation.

The in-service education program was, of course, a major component of Stage One and, in itself, was an extensive undertaking.

Following the direction issued to primary schools with enrolments in excess of 300 to designate a teacher to be responsible for the development of the program, a survey of the qualifications and experience of the 575 designated teachers was undertaken to assess training needs.

An analysis of the responses indicated that 200 of these teachers already held qualifications in special education. Of these 200 teachers, 102 were experienced in special education teaching. The remaining 375 teachers did not hold qualifications in special education but 28 of that number were experienced in special education teaching.

Four colleges were chosen to provide training programs for the designated teachers. These were the Special Education departments of Melbourne and Burwood State Colleges, Bendigo College of Advanced Education, and Warrnambool Institute of Advanced Education.

The Victorian In-service Education Committee (VISEC) — a committee of State,

Catholic, and independent school teachers, parents, and administrators — made funds available to cover the course costs of the initial training programs in response to a request from the Director of Primary Education. The course cost negotiated with the colleges by the Acting Director of Teacher Education was \$120 per designated teacher. This cost enabled the training of approximately 290 teachers, 240 of whom were to be teachers within the Education Department of Victoria.

An intersystemic course-planning committee, comprised of Education Department and Catholic Education administrators and an independent school teacher, drew up a set of principles and a course content outline for a twenty-day, one day per week, special assistance training course.

The content of the training course was to deal with approaches to language teaching (especially reading), mathematics teaching, and the identification of learning problems. The emphasis in the program was on enabling teachers to devise and implement programs of special assistance in their own schools.

An invitation to enrol in the course was sent to all designated Special Assistance Resource Teachers by the Acting Director of Teacher Education on the 29th of January 1981. The teachers were told that attendance at courses was voluntary.

The responses received by the colleges were overwhelming. Very few teachers did not wish to avail themselves of the training opportunity offered to them.

Burwood State College sought the assistance of the Education Department in selecting designated teachers to fill the 125 available places. Priority was given to designated teachers without any experience or training and from schools where needs were perceived to be greatest.

Warrnambool and Bendigo colleges accepted more designated teachers than they received funds to train. In addition, several other teachers from smaller schools were enrolled. These decisions were made after the colleges examined their capacity to enrol larger numbers and to respond to requests from schools and administrators in the local areas. Bendigo C.A.E. also decided to conduct classes at Benalla as well as Bendigo, and Warrnambool I.A.E. conducted classes at Horsham as well as Warrnambool. In addition, Burwood State College decided to conduct a class at Geelong in response to requests from local administrators.

As a result of these enrolments, most designated teachers in Benalla and Geelong Regions, and a majority in Bendigo and Horsham Regions, have participated in the in-service education course.

In summary, the response from schools to the provision of courses was embarrassingly good. The response reflects expressed as well as latent concerns for assisting children with literacy and numeracy problems — concerns which have always been present in our primary schools. However, as a result of this response, not all requests for in-service education could be met.

Future Courses

I have consistently made it clear that further courses would be made available and, in fact, an additional 55 designated teachers are currently undertaking the

second series of the special assistance training course at the Institutes of Special Education at Melbourne and Burwood State Colleges.

Although the Special Assistance Program is still in its infancy, the progress of the first stage has been quite remarkable. There is no doubt that it has the positive support of the parents, teachers and principals of the State's primary schools. In my view, it is one of the most significant directions undertaken in co-operative educational planning in this country and deserves the unreserved support of everyone who is genuinely committed to improving the quality of educational outcomes particularly for those children whom the school system has been failing.

Stage Two

I now wish to provide details of the Government's intentions in regard to Stage Two of the Special Assistance Program. First, I am pleased to be able to announce that, from the beginning of the 1982 school year, schools with an enrolment of between 150 and 300 pupils will designate a Special Assistance Resource Teacher to carry out the duties I have previously detailed to you on a half-time basis. This will result in 302 additional schools having the benefit of a school-based resource teacher bringing the total to 877.

Since it is not intended to designate a resource teacher at schools with an enrolment of less than 150, this step will complete this aspect of the program.

As with the previous stage of the program, it has been possible to achieve this as a result of the implementation of the Government's election undertaking to increase the staffing levels at primary schools by reducing the establishment ratio from 1:23 to 1:21. The first steps towards achieving this staffing level were taken in the 1979-80 and the 1980-81 budgets. As a result, staff are currently provided to primary schools on the basis of one teacher for the first 26 pupils and one teacher for each 22 pupils, or part thereof.

The Treasurer has indicated to me his intention to include in the 1981-82 budget provision for the reduction of the ratio to 1:21 on the above basis in all primary schools. This will involve the employment of 700 additional primary teachers in these schools at a cost of \$10.5m.

Secondly, we plan to develop a network of 50 district-based special assistance resource centres which will offer to schools a wide range of services on a single referral basis. Clearly, the effects of this stage of the program are of critical importance to its effective operation throughout the State. They are also relevant to all of us as well as to professional and other school organisations.

Reorganisation of Support Services

As I indicated earlier, the Report of the Ministerial Committee on Special Assistance Programs identified, in one of its major recommendations, the need to reorganise

and integrate the specialist resources that are available, external to the school, within a single co-ordinated service. In respect to that recommendation, I immediately established a Working Party within the Education Department to examine the means to implement that recommendation. The report of the Working Party, which was presented in December 1980, recognised that:

“... from the points of view of some parents of children, and of some schools, there would appear to exist an array of unco-ordinated and seemingly unattainable services.”

That was an opinion which I have shared since my first interest in the area of education.

At present, when teachers or parents need advice or assistance, they have to find their own way through a complex support service system including —

- Counselling, Guidance and Clinical Services centres;
- special education units;
- administrative units;
- remedial gymnasium centres;
- speech therapy centres; and
- the Reading Treatment and Research Centre.

It was clear that with so many agencies operating within the area of special assistance, duplication and other inefficiencies were occurring. Parents and children were faced with difficulties in reaching the needed assistance and the professionals themselves were not being supported by the best administrative model.

Accordingly, I agreed completely with the Working Party's recommendation that:

“... for a school requiring service in respect of a child's difficulties, there should be a single point of reference to all services in that area”

and further, that there was a need . . .

“to locate services so that they are readily available to schools, having regard to distances and transport, and to the concentration and co-ordination of the various disciplines of the support services, and so that they reflect the distribution and the needs of the school population.”

Early this year work began on a plan for the reorganisation of all the relevant services as a single co-ordinated service to be integrated into the Special Assistance Program.

Primary Schools Division and Special Services Division mounted a joint operation to undertake the detailed development of the reorganisation. Consultations were held with all inspectorial districts of the Education Department as well as with the Special Education Branch and the Counselling, Guidance and Clinical Services Branch. Recommendations were placed before me and, as a result, a proposal for a reorganised support service was developed.

Through this reorganisation, a multi-disciplinary service will be offered on a “one stop” referral basis through 50 State-wide special assistance resource centres conveniently located in each primary inspectorial district throughout the State. The disciplines offered will include:

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- educational psychology;
 - social work;
 - speech therapy; and
 - special education.

This service will be available to primary schools, post-primary schools, and non-government schools.

The service to primary schools will be co-ordinated within the school by the designated Special Assistance Resource Teacher, where available, and in other schools by the principal and the senior co-ordinator.

Schedule of Centres

Attached to this Statement is a schedule of centres which I seek leave to have incorporated in *Hansard*.



In referring to the schedule of centres, I wish to advise Members that the final substantive decisions have not been taken. I plan to allow one month before such decisions are taken. It is my hope that Members, who desire to, will respond to these plans with constructive comments. I have also given an undertaking to the Victorian Primary Principals' Association and the Victorian Teachers' Union to consider their responses.

However, there can no longer be any debate about the principles underlying the plan. These principles have now been outlined and are Government policy, and I would expect that they would receive the wholehearted support of all concerned with the success of the program.

I would also expect that the schedule itself will be of great interest. It details the district to be served and the numbers of staff to be appointed in each of the professional disciplines. It also indicates the number of schools in each district with a Special Assistance Resource Teacher and the numbers of schools without such a teacher. It further indicates the planned location of the centre.

What is not indicated in the schedule is the extent to which the number of teachers allocated to programs of special assistance in each district has increased.

Some comparative figures will indicate the extent of the improvements. In the Camberwell Inspectorate, prior to the implementation of the Special Assistance Program, there were 6 teachers responsible for assisting with programs of special assistance. As can be seen from the schedule, there will now be 28 equivalent full-time teachers responsible for those programs. In St Kilda there will be an increase from 2 to 14.5 equivalent full-time teachers, while in Castlemaine there will be an increase from zero to 9.5 equivalent full-time teachers. In the provincial City of Bendigo, the increase will be from 5 to 16.5 equivalent full-time teachers. In Broadmeadows, in the western suburbs of Melbourne, there will be an increase of 6 to 20 equivalent full-time teachers. On a State-wide basis, there will now be 710.5 equivalent full-time teachers working specifically on special assistance programs compared with the previous figure of 235.5 teachers.

I believe that an examination of the schedule will leave Members in no doubt about the increase in the number of teachers now available to those children whose school achievements have so far not matched their ability.

Explanatory Notes

In presenting the details of the planned reorganisation of support services, I draw your attention to the explanatory notes which are attached to the schedule of centres. These notes detail some of the important factors which were considered in the drawing up of the planned arrangements.

It will be apparent from these notes that the location of the special assistance resource centres, which are indicated in the schedule, will not be the only locations from which services will be delivered. Because services currently being delivered independently are the basis of this reorganisation, some districts will have the capacity to deliver services from more than one office. However, it will be eventually possible to bring these services together into one location as soon as capital funds will permit.

It should also be noted that primary schools without a Special Assistance Resource Teacher are those with a pupil population below 150. It would be apparent that in this category there are many schools with a pupil population down to as few as 6. Clearly, the capacity of a teacher to attend to the special needs of pupils increases significantly at these pupil enrolment levels.

However, it is clear that those schools without a designated Special Assistance Resource Teacher will require a more intensive service from the special education stream of the special assistance resource centre. To enable this to occur the planned distribution of the consultant teacher staff on a State-wide basis has been influenced by the distribution of schools with a population of less than 150 pupils.

Special Assistance Resource Centres

The benefits of such assessment, management, and advice centres are obvious. The centres will ensure a balanced, effective approach to the needs of many children. As well as a direct service to children, these centres will also include, among other services —

- the dissemination of information to schools and parents;
- in-service training;
- advice to schools on the organisation of home learning and parent assistance schemes; and
- advice on appropriate school curriculum modification.

The special assistance resource centres will also maintain a commitment currently met by Counselling, Guidance and Clinical Services to special schools and their pupils and families. A major component of this work is, of course, the assessment and educational placement of children with moderate to severe disabilities.

Although the Special Assistance Program has only been operating for less than eight months, it is obvious that significant changes for the better are occurring in the schools. I am quite sure that as a result there is already a greater sensitivity to the needs of individual children. There is a greater acceptance of the role of the ordinary classroom teacher in meeting the special needs of children. There is a greater sensitivity within the total school community towards children who are different.

However, more significant than this are the benefits that I believe will flow on through the education system. It could be said that, up until now, one of the major benefits of the Special Assistance Program has been hidden. As more children with special needs, who traditionally may have entered a special school, in fact enter mainstream schools, that benefit will become obvious.

When planning began for the Special Assistance Program, we were not meeting the needs of the children already in mainstream schools. Without doubting for a moment the right of all students to have their education needs met in common structural and social conditions I certainly did doubt that we could meet our obligation to allow the reasonable exercise of that right. I could see little point in chastis-

ing schools, or in forcing them to accept a role about which they felt inadequate and uncomfortable. What was needed was the tilling of an already fertile but under-yielding field.

I believe the introduction of the Special Assistance Resource Teacher at the school level is the beginning of a new era for schooling in Victoria. I believe it is the beginning of a process that will blur the line that exists between special and mainstream schools. In my opinion, the various arguments based on special schools versus mainstream schools will become more and more irrelevant as the program develops.

Services that are needed for children will become available to them without the need to label or administratively separate them from their peers. Children will then be able to move in an environment which we can truly say offers the least restriction.

Our special schools are among the best in the world and must continue to be of significance within the system. Although there has been a rapid increase in the integration of disabled children into our mainstream schools the advantages of special schools must never be overlooked.

The provision of support services to these schools is therefore just as important as the provision of support services to our mainstream schools. The development of the special assistance resource centres will provide a focus for closer contact between our special schools and mainstream schools and will assist in the provision of maximum positive interaction between all children regardless of their abilities.



Victoria in the Lead

I believe that the eventual implementation of this second stage of the Special Assistance Program, coupled with the successful implementation of the earlier stage, will provide one of the most comprehensive services for children with special needs that can be found anywhere in the western world.

Victoria has consistently been a leader in the area of special education. Some of the most highly skilled people available work with our Education Department. The Special Assistance Program co-ordinates these skills and resources and makes them available right across the educational spectrum.

Indeed, I have recently had the opportunity to meet again with Mr George Cooke who was Vice-Chairman of the Warnock Committee in the United Kingdom. You may be aware that this Committee produced a report which has been universally accepted as one of the great landmarks in special education.

I was greatly encouraged by Mr Cooke's reaction to the Special Assistance Program. It was his opinion that Victoria is grappling with the issues raised in the Warnock Committee at a level not yet achieved anywhere else in the world.

I am pleased to inform you that the State Council for Special Education is in constant contact with Mr Cooke and has been instrumental in bringing him to Victoria on two occasions in conjunction with the major seminars it has conducted.

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There is no doubt that Victoria's record in special education has been greatly enhanced by developments over the past two years and I do not hide my own personal pride and satisfaction in being part of that development.

I commend the Special Assistance Program to you and, in particular, seek your response to the tabled document which outlines the second stage of the Special Assistance Program — the reorganisation of support services to Victorian schools.

SCHEDULE OF CENTRES – SPECIAL ASSISTANCE PROGRAM

District	Schools with SARTs	Schools without SARTs	Special Assistance Resource Centres				Total	Location
			Consultant Teachers	Guidance Officers	Speech Therapists	Social Workers		
CENTRAL METROPOLITAN REGION								
CAMBERWELL	24	0	3	5	2	2	12	Butler Street, Camberwell
CARLTON	13	2	3	3	2	1	9	Bouverie Street, Carlton
RICHMOND	12	3	3	3	1	1	8	Collingwood P.S. (Cambridge Street)
ST KILDA	14	1	3	4	2	2	11	South Melbourne P.S. (Eastern Road)
EASTERN METROPOLITAN REGION								
BOX HILL	22	1	3	4	2	2	11	Garden Street, Blackburn
DONCASTER	22	1	3	6	3	2	14	Doncaster Park P.S.
FERNTREE GULLY	26	4	3	7	3	3	16	Boronia Education Centre
LILYDALE	30	25	4	7	3	3	17	Main Street, Lilydale
RINGWOOD	24	0	3	6	3	3	15	Whitehorse Road, Ringwood
SCORESBY	22	2	3	6	3	3	15	Glen Waverley Heights
WAVERLEY	20	0	3	6	3	3	15	Parkhill Drive, Ashwood

District	Schools with SARTs	Schools without SARTs	Special Assistance Resource Centres					Total	Location	
			Consultant Teachers	Guidance Officers	Speech Therapists	Social Workers				
NORTHERN METROPOLITAN REGION										
BROADMEADOWS	21	2	3	6	3	3	15	Glenroy P.S.		
COBURG	17	2	3	5	2	2	12	Lowson Street, Fawkner		
ELTHAM	24	6	4	6	3	3	16	Main Street, Greensborough		
HEIDELBERG	22	0	3	6	3	3	15	Waterdale H.S. (temporary)		
NORTHCOTE	15	2	3	4	2	2	11	Brunswick South P.S.		
WHITTLESEA	21	4	3	7	3	3	16	Thomastown P.S.		

SOUTH-EASTERN METROPOLITAN REGION

CAULFIELD	20	0	3	5	2	2	12	Chester Street, Oakleigh
CHELSEA	23	1	3	6	3	3	15	Andrew Street, Frankston
DANDENONG	19	0	3	6	3	3	15	Foster Street, Dandenong
MOORABBIN	21	1	3	5	2	2	12	Existing Demonstration Unit Building, Beaumaris
MORNINGTON	23	4	3	6	3	3	15	Nepean Highway, Frankston (temporary)
OAKLEIGH	21	0	3	6	3	3	15	Wellington Road, Clayton
PAKENHAM	29	20	4	6	3	3	16	Narre Warren P.S.

District	Schools with SARTs	Schools without SARTs	Special Assistance Resource Centres				Total	Location
			Consultant Teachers	Guidance Officers	Speech Therapists	Social Workers		
WESTERN METROPOLITAN REGION								
ALTONA	20	1	3	6	3	3	15	Existing S.E.U. Building, Altona
ESSENDON	24	3	3	6	3	3	15	Mt Alexander Road, Moonee Ponds
FOOTSCRAY	21	1	3	6	3	3	15	Existing Demonstration Unit, Footscray
MELTON	22	11	5	7	3	3	18	Melton
BALLARAT REGION								
BALLARAT	20	13	4	4	2	2	12	Barkly Street, Ballarat
MARYBOROUGH	6	48	4	2	1	1	8	Maryborough
STAWELL	12	36	4	2	1	1	8	Skene Street, Stawell
BENALLA REGION								
BEECHWORTH	10	34	4	3	1	1	9	High Street, Wodonga
SEYMOUR	10	35	4	3	1	1	9	Tallaroak Street, Seymour
SHEPPARTON	13	34	4	4	2	2	12	Hayes Street, Shepparton
WANGARATTA	9	47	5	3	2	1	11	Ovens Street, Wangaratta

District	Schools with SARTs	Schools without SARTs	Special Assistance Resource Centres				Total	Location
			Consultant Teachers	Guidance Officers	Speech Therapists	Social Workers		
BENDIGO REGION								
BENDIGO	18	18	4	4	2	2	12	Havlin Street, Bendigo
CASTLEMAINE	9	50	4	2	1	1	8	Castlemaine T.S.
ECHUCA	11	27	4	3	2	1	10	Hare Street, Echuca
SWAN HILL	8	36	4	3	2	1	10	Beveridge Street, Swan Hill
GEELONG REGION								
COLAC	8	45	4	2	1	1	8	Main Street, Elliminyt
CORIO	18	19	4	5	2	2	13	Manifold Street, Geelong (temporary)
GEELONG	24	6	4	6	3	3	16	Manifold Street, Geelong
HAMILTON	8	33	4	3	1	1	9	Portland
WARRNAMBOOL	8	38	4	3	1	1	9	Hyland Street, Warrnambool
GIPPSLAND REGION								
BAIRNSDALE	8	46	4	3	1	1	9	Former H.S. building, Bairnsdale
LEONGATHA	11	40	4	3	1	1	9	Jeffrey Street, Leongatha
TRARALGON	17	30	4	4	2	2	12	Desailly Street, Sale
WARRAGUL	11	42	4	4	2	1	11	Regional Office, Moe

District	Schools with SARTs	Schools without SARTs	Special Assistance Resource Centres				Total	Location
			Consultant Teachers	Guidance Officers	Speech Therapists	Social Workers		
HORSHAM REGION								
HORSHAM	7	40	4	2	1	1	8	Civic Centre, Horsham
MILDURA	8	26	4	3	2	1	10	13th Street, Mildura
SUBTOTALS			178	227	108	101		
TOTALS	846	840		614			614	

PUPIL DISTRIBUTION IN SCHOOLS WITHOUT SARTs

POPULATION	No. OF SCHOOLS
0- 30	390
31- 60	230
61- 90	99
91-120	57
121-150	64

NOTES

1. Schools without Special Assistance Resource Teachers

- 1.1 Schools in this category are those with a pupil population of less than 150. These schools, because of pupil/teacher ratios, have not been required to designate a Special Assistance Resource Teacher.
- 1.2 However, the integration of the Special Assistance Program into the broad policy of Primary Schools Division has resulted in all schools developing special assistance programs within their individual school policies.
- 1.3 All schools can expect assistance from the consultant teachers attached to special assistance resource centres but it is clear that those schools without a designated Special Assistance Resource Teacher will require, and will receive, a more intensive service from these consultant teachers.
- 1.4 It should be noted that 520 of the 840 schools with a population below 150 in fact have a population below 60 pupils. Of these 520 schools 390 have a population of less than 30 pupils (see attached table). In this latter category there are many smaller schools with a pupil population down to as few as 6 pupils. It is apparent that the capacity of a teacher to attend to the special needs of pupils increases significantly at these pupil population levels.

2. The Consultant Teacher Stream of the Special Assistance Resource Centre

- 2.1 The distribution of the consultant teacher staff on a State-wide basis has been influenced by the distribution of schools with a population of less than 150 pupils.
- 2.2 A requirement to provide ongoing regular services to those schools will be included in the prescribed duties of the consultant teacher.
- 2.3 Therefore, in the allocation of these teacher consultants, a positive discrimination has been made towards districts with a significant number of these smaller schools.

3. Staff Allocations to Special Assistance Resource Centres

- 3.1 The staff allocations indicated in the tables do not represent the total available staff. Approximately 8 to 9 per cent of the staffing capacity has been retained for later placement by central administration.
- 3.2 This is to enable central administration to exercise a degree of flexibility in managing any difficulties which arise in the early stages of the development of this new and extensive service.

4. Location

- 4.1 The location indicated in the table will be the location of the special assistance resource centre for that district. Appointments to special assistance resource centres will be to those locations.
- 4.2 However, as the establishment of these centres involves the reorganisation of services that are currently operating, there will be a capacity for some centres to deliver services to their district from other suitable offices. Service delivery from such offices will occur where it is advantageous to the schools and to the pupils receiving the services. The officer-in-charge of the special assistance resource centre will be able to locate members of staff at these additional offices according to local needs.